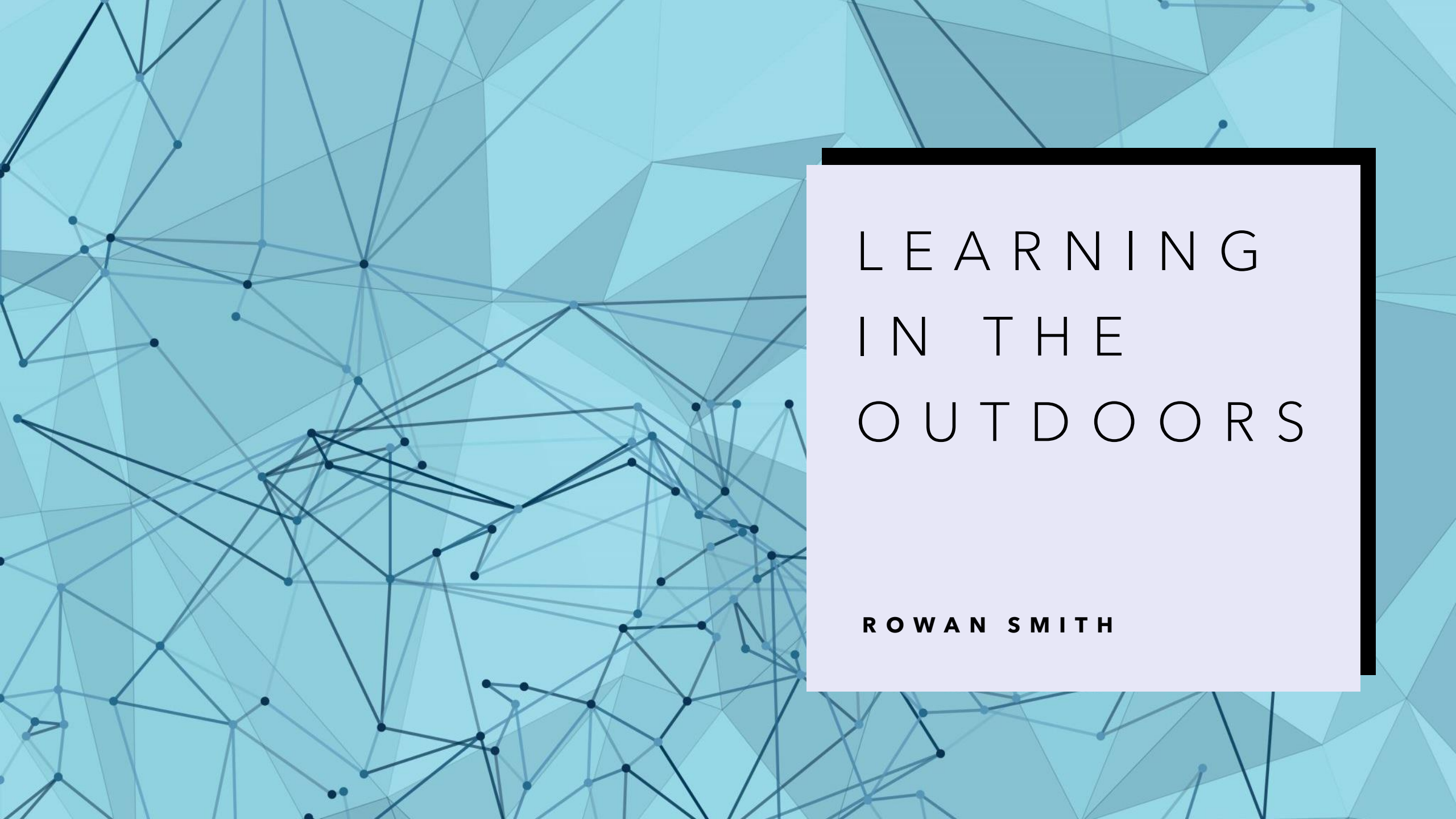




LEARNING IN THE OUTDOORS

ROWAN SMITH

INTRODUCTION

How children interact with the outdoor environment.

Observational study of 3 children and how they are interacting with the outdoor environment.

Evaluating their interactions in the context of affordances, physical literacy and fundamental movement skills.

PHYSICAL LITERACY



Created by C. Forbes. Reference: Longmuir, P. E., Boyer, C., Lloyd, M., Yang, Y., Boiarskaia, E., Zhu, W., & Tremblay, M. S. (2015). The Canadian assessment of physical literacy: methods for children in grades 4 to 6 (8 to 12 years). *BMC public health*, 15(1), 767.

OBSERVATIONS.

Observation 1.

- This first observation was a teacher led task. The instructions were to use the environment surrounding them to create a mud pie.
- Observed to have a high level of physical literacy, especially strong motor skills with balancing, running, some aspect of climbing and general body coordination.
- As this first observation was based in Tavernspite school which prides itself in being very outdoor orientated and more liberal, there was plenty of affordances that the children had access to carry out this task

OBSERVATIONS



Observation 2



The second observation I made was at a school called Newcastle Emlyn. This observation differs from the previous as my observation was during playtime.



The child I observed seem to have a lower level of physical literacy. This is not to say they were completely devoid of any motor skills, however I did watch them fall over attempting to turn whilst running.

OBSERVATIONS

Observation 3

The third observation was at Tavernspite primary school.

The child in question had a helper who shadowed them as they took part in the same mud pie making activity. It was clear the child had SEN, despite this my observation of this child showed that not only did they have some of the fundamental movement skills but there was also no prejudice due to their SEN.

They were allowed to roam and complete the activity in their own way the same as anyone else.

THE ROLE OF THE OUTDOOR CLASSROOM

Nature based inclusive learning

Using nature and the outdoors for inclusive learning is important as it allows children with diagnosed or undiagnosed SEN specifically to be included.

There is research to even suggest that outdoor learning improves the symptoms of children with ADHD who struggle to focus in a traditional classroom setting (Tenney, 2021).

THE ROLE OF THE OUTDOOR CLASSROOM

Student oriented outdoor learning can be referred to as eco-pedagogy. Outdoor learning is of upmost importance when it comes to developing fundamental movement skills, social skills, patience, self-discipline and a general sense of purpose (Gray, 2018).

Scandinavian countries specifically Denmark created the idea of forest schools and hands on learning. With these countries being leaps and bounds ahead with how refined their system is as well as the high level of achievement students obtain there seems to be a potential correlation between having a very good outdoor learning system and student development.

CONCLUSION

- Direct link to the competency and willingness of teacher/guardian to facilitate outdoor learning and enrichment.
- Physical literacy growth is dependent on affordances available.
- A much higher proportion of obese children in deprived areas compared to high income areas.



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